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ABSTRACT

This two-part document comprises an introductory statement and final report of a meeting that promoted the harmonized development, at regional and national levels, of theoretical and practical training programs for all kinds of information specialists. The meeting was attended by 19 experts from 17 countries--Brazil, Ethiopia, France, India, Jamaica, Japan, Morocco, Nigeria, Norway, People's Republic of China, Peru, Portugal, Russia, Senegal, the United Kingdom, the United States, and Yugoslavia--as well as the representatives of two organizations of the United Nations system and observers from international non-governmental organizations. The introductory statement sketches the background for consideration of the harmonization question and includes discussion of the practical benefits, particularly to developing countries, of combining education and training for information scientists, librarians, and archivists. Notes and an outline of a common core curriculum, the orientation of the symposium, and references are included. The final report includes sections on harmonizing study programs in management, the application of technology, and user studies. An action plan of proposed activities, and notes on implementation completes the report. Notes include sections on educational efforts, professional training, management, applications of information technology, and user studies and user education. A meeting agenda and list of participants is appended. (THC)

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PGI/E.T./HARM. II/8
October 1984

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UNITED NATIONS EDUCATIONAL,
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INTERNATIONAL SYMPOSIUM ON HARMONIZATION OF EDUCATION AND TRAINING PROGRAMMES IN INFORMATION SCIENCE, LIBRARIANSHIP AND ARCHIVAL STUDIES

Unesco House, Paris, 8-12 October 1984

FINAL REPORT

General Information Programme and UNISIST

(PGI-84/CONF.801/COL.4)

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1. Introduction

The International Symposium on Harmonization of Education and Training Programmes in Information Science, Librarianship and Archival Studies took place at Unesco Headquarters, from 8 to 12 October 1984. Provision for convening this meeting had been made in Unesco's Approved Programme and Budget, 1984-1985, as part of Unesco's effort to promote the harmonized development, at regional and national levels, of theoretical and practical training programmes for all kinds of information specialists.

2. The meeting was attended by 19 experts selected in their personal capacities by the Director-General as well as the representatives of two organizations of the United Nations system and observers from international non-governmental organizations. A list of participants is given in Annex II. The agenda prepared for the meeting is attached as Annex I.

3. Opening Session

The meeting was opened on behalf of the Director-General by the Director of the Division of the General Information Programme who indicated the shape of Unesco's work in the education and training of information specialists. Pointing to the growing conviction that closer co-operation is required among librarians, archivists, documentalists and other information specialists and between the information services in which they work, he briefly reviewed developments in this area. The establishment of Unesco's General Information Programme had underlined the recognition by Member States of the need for a harmonious articulation among services which provide information to users. The joint efforts of non-governmental professional organizations to improve the situation were referred to. It was the view of Unesco that, in so far as education and training were concerned, the time had come to review, in a meeting, the progress already made and to formulate concrete plans for further action required in the harmonization area. An "action plan" was to be prepared by the Symposium suggesting activities for implementation by professional schools, associations and others in Member States, by international professional associations and by Unesco, intergovernmental bodies and bilateral agencies.

4. The meeting proceeded to elect a Chairman, a Vice-Chairman and a Rapporteur. The following were unaimously elected to these offices :

Chairman	: Mr. B. Rugaas
Vice-Chairman	: Miss D. Douglas
Rapporteur	: Mr. M. Cook

5. Review of the current situation

After presentation by the Secretariat of a paper[+] which sketched the background for consideration of the harmonization question reports and comments were given on recent development in training for the information professions in the countries known to the participants. Most contributors noted that the harmonization of training was increasingly being regarded with favour in professional organizations. Efforts towards achieving it are most difficult in

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[+] Introductory Statement (PGI/E.T./HARM II/3)

developed countries with multiple training institutions and a decentralized system. Countries with a single training school would find it easier to respond ; while countries which have as yet no internal training facility were tending to propose new schools which would have a harmonized approach from the beginning.

6. It was agreed that to harmonize training courses would not imply their integration. The three traditional information professions feel that they should retain their individuality and their ability to sustain and develop distinctive bodies of theory and practice. Nevertheless a harmonized common core area, consisting of both theory and practice, might be developed in a general atmosphere of user-orientation.

7. It was also noted that such a harmonized or common area of training might be extended to other groups of growing importance in the information field -media and communications groups in particular.

8. It was felt that the introduction of harmonized areas of the curriculum ought not necessarily to influence the character and the structure of training schools. Harmonization would be practicable in any type of training institution, both multilateral and single-purpose schools, or any other type. However, it would be necessary for consultative links and common planning to be introduced. The overall context of professional training was the need to produce effective personnel for existing and projected information services, and so to provide user services. Since attitudes would be more important than practices, the training institutions would need to use their investment in harmonization to develop innovative courses which would help to respond to new developments in information services. It was suggested that the orientation of training given in such an environment might be conceived as the management of recorded information and data, in a wide variety of media. Another important element in the training atmosphere was that of preparing for leadership. The final objective might be to produce an overall information profession with several distinct specialisms within it ; a similar development exists in professional groups such as engineering or medicine.

9. The debate then centred upon course construction, and whether training elements should be based upon principles/concepts or upon skills. It was agreed that the best approach was that known as process orientation (concentration on the distinctive elements of the management process -i.e. formulation of objectives, planning, programming, evaluation, etc.), since this produces professionals able to generalize from their knowledge of the principles underlying skills.

10. There were problems in restructuring courses, which must necessarily be of fixed length, to accommodate harmonized areas. Other problems mentioned concerned the training or retraining of teachers of professional subjects, and how to stimulate research into professional questions. Without the latter it may not be possible for information studies to develop a full potential. Management, Technology and User Studies had been put forward on the agenda for detailed examination, not as an exhaustive list, but as suggestive areas of crucial importance in professional education which lend themselves to harmonized treatment from the standpoint

of the various branches of the profession. It was generally agreed that preservation was another such area, although it was not possible to deal with it in detail during this consultation.

11. Harmonizing study programmes in management

Professor Wasserman introduced his paper[+] by saying that his own interest in management in the information sciences was originally derived from his experience in business administration. This led him to the view, which was now generally accepted, that the experience of management was essentially similar in any large organization. In this respect it was a desirable and necessary study for all the information professions. This was especially so at the present time, when management science and skills were becoming more complex, and the problems they deal with more pressing. Fields like information resources management are becoming useful tools.

12. All participants agreed that management capability was needed in an information service, at all levels of activity, and was not confined to the senior direction. Some awareness of management functions and the attitudes generated by these have to be exercized at lower (even paraprofessional) levels. Information professionals normally followed a career pattern in which they passed gradually from being technical performers to being management performers. Usually this change was not accompanied by specific training in the new skills. It was noted that evidence of good management potential might often be a criterion leading to the advancement of paraprofessionals.

13. The paper contains a report of the FID/ICA/IFLA discussions at Vienna in 1983 which led to agreement on the necessary elements in a training course for professional entry (paragraph 29). It also contains the basis of an outline syllabus for management training at the lowest level entry (paragraph 31). It was agreed that the proper approach to teaching these subjects would be the one called process-based, concentrating on planning, direction, co-ordination and evaluation.

14. Discussion revealed that the management needs of the three professions were broadly similar, and that there were special requirements to be met in each area. The proposals for the content of a common core subject were therefore accepted. Discussion then concentrated on particular difficulties.

15. One important difficulty arose from the wide range of demands for management capabilities which the training courses might have to meet. In some circumstances recent graduates must pass directly into senior management positions ; in other cases such persons must spend years acquiring experience in junior ranks. There was a clear need to provide for continuing and updating education, both of professionals and of teachers. Subjects to be dealt with in the context of continuing education should include some, such as marketing and marketing research, or cost control, which were at an advanced level. Continuing education programmes should aim at supporting

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[+]The Teaching of Management as a Subject for the Preparation of Librarians, Documentalists, Archivists and other Information Specialists (PGI/E.T./HARM II/4)

the normal changes in self-perception of personnel, as they pass from technical to management responsibilities.

16. Another problem was the recruitment of teaching staff. In the early stages, it was often necessary to use the services of teachers of management sciences drawn from institutions teaching business or public administration. Several participants felt that this was undesirable, but that it had proved possible for professionals to learn sufficient of management subjects by self-education and experience, to enable them to take over the construction and teaching of relevant courses, including periodical short courses for staff in service.

17. A number of points involving proposals for action were made. These have been incorporated in the action plan, which forms the final section of this report, and fall into three broad categories : one of these concerns proposals dealing with curriculum and training of teachers of management in information schools ; others deal with the possibility of experimental workshops, including representatives from all three professions, and using suitable teaching aids ; the third category deals with the stimulation of research on management topics in the information field.

18. Other proposals for action were made. It was suggested that teachers of all the information services might be offered courses in management : this would have a useful multiplier effect, and could be co-ordinated with the study of statistics, or research methodology. There were also links with technology.

19. It was agreed that steps should be taken to commission published material which would give teaching support. This might include a reader containing basic texts, aimed at use in training schools. It should have an international focus, and should contain instructions for teaching management topics. Since the action plan should support the whole syllabus, consideration should be given to the construction of specific teaching modules, containing indications of sequence and timing. There should also be provision for advanced and specialist courses for target groups in information services. A proposal was made that teachers of management subjects in library and information, and archival, schools might be brought together to revise curricula.

20. There were indications of an awareness that management was a rapidly expanding subject , and that therefore some further topics might have to be included in some cases, or in the future. Among these were the management of change, innovation management, alternative pricing strategies, the question of charging for information services, management implications of freedom of information or data protection and publisher-user links.

21. Vehicles would be needed for disseminating interdisciplinary and comparative research results and information on progress in harmonized training for management and other topics. The Unesco Journal of Information Science, Librarianship and Archives Administration (UJISLAA) which was no longer published would have been useful as a framework for spreading harmonization.

22. It was noted that a set of management teaching materials, prepared for a 1982 ccurse supported by IDRC, existed in Chinese. These would be useful in the postgraduate course now being prepared by the Institute of Scientific and Technical Information of China (ISTIC).

23. Harmonizing study programmes in the application of technology

Mr. Cook introduced his paper on technology as a component in harmonized training programmes[+]. The paper divides the technologies to be covered in the present discussion into two : reprographics and electronically based information technology. There was broad agreement that reprographics should be included in a harmonized training programme. In the other area, it was suggested that two further aspects might be added. These were records management in the field of automated office systems, and the extension of data bases to cover expert systems.

24. The debate concentrated on the problems of finding a norm for education in the information technology area. It was noted that applications varied very widely not only between countries but also within countries. There was likely to be rapid change, and it was likely that most professionals would at some time be responsible for making decisions or giving advice on the choice of systems, which would have expensive consequences. It was therefore clear that information professionals in every country should have a sound knowledge of the concepts and principles of information technology, and a knowledge of the state of the art at any given time, including likely future developments. At the same time, it seemed impossible to suggest a definite curriculum or guidelines which would lay down a universally applicable training. The difference between training and education was emphasized. The fundamental understanding of concepts and principles would belong to the field of education, while the specific operation of systems would belong to that of training. Guidelines could perhaps be devised which would provide a framework for the former, and these sould be associated with material which would support self-education. Within this context it was felt that there should be a level of information of the state of the art which all professionals should have access to, without regard to the degree of automation which might have occured in their countries.

25. It was noted that a ready supply of current information on information technology developments was a necessity for the support of the information professions. Their training should take account not only of likely future developments such as telematics but should also deal with retrospective elements. Obsolete or semi-obsolete systems might still be in use, or have to be dealt with because they create records.

[+] The Teaching of Technology as a Subject for the Preparation of Librarians, Documentalists, Archivists and other Information Specialists (PGI/E.T./HARM II/5)

26. There was discussion on the depth of technicality of the training which might be desirable. In general, the consensus was that information professionals should be well enough equipped to be able to promote refinements in the systems they had to operate, but that these refinements would usually be implemented by specialists.

27. The question of equipping training schools was discussed. Clearly such schools had a need for technological equipment suitable to the applications they would be called upon to teach, as well as for teaching basic courses. The growing availability of micro-computers was noted . It was suggested that these could be particularly suitable for education in the application technology. There was a universal need for reading materials, and for means of knowing about international standards. This was a field in which rapid development was likely, so that much of this teaching and informative material should be capable of rapid updating. Current awareness was particularly desirable.

28. An important need, it was felt, was for initial and updating courses for teachers of technological information subjects, through both international meetings and intensive courses. Pedagogical methods were particularly important, and specific training for the teaching of technology would be desirable. Techniques such as distance learning and open education might be suitable.

29. It was noticed that in this area, the problems of maintaining the technical element of the training school's equipment was an especially difficult problem. Technicians who would do this job would also have to receive training and support.

30. While discussing the ways in which harmonized information handling standards could be introduced in teaching, it was pointed out that use could be made of existing guidelines. There might be scope for further guidelines and for one or more pilot projects in suitable areas. The guidelines should include some which set out the nature of a basic educational programme, for professionals and paraprofessionals, in the various technological areas. Some pilot projects should perhaps be sited in countries which, while not being regarded as "developing" in the normal sense, were in a developing situation in regard to information technology.

31.It was felt that the subjects covered by technology might be extended to include a comprehension of visual literacy, of audio-visual information and new communications systems and the media generated by these : videotape and machine-readable information storage.

32. Another desirable addition to the subjects to be considered might be the whole area of planning and costing technologically-based information systems : pricing policy, cost-effectiveness measurement, comparative evaluation of data base systems and the provision of information sources.

33. Harmonizing study programmes in "User Studies"

In Professor Sene's paper[+] the principle of the centrality of user needs received particular attention, though it was noted that in the case of archives user demands could not control either the acquisition of materials or the openness of access to it. The concept of an information service as a user-oriented industry was however generally regarded as applicable to all three sectors.

34. Different countries and different information services had approached the problems of identifying user groups and servicing them in different ways. It was agreed that all levels of information staff, including the paraprofessional, were involved in user relations. Traditional methods involved establishing contacts with centres of research and gaining insight into their methods of communication. It was noted with appreciation that a number of PGI publications already provided assistance with this approach.

35. In discussion, the definition of the subject was widened. There was a general feeling that one aspect of user studies properly played a part in management studies, and indeed possessed its own sector of this : marketing and marketing research. It was felt that this aspect might best be taught in connexion with management topics, and that it was capable of considerable expansion in future programmes. In particular, there might in some circumstances be a need for a closer and more scientific examination of user needs, using techniques such as community profiling and more refined investigation techniques and methods. An integrated marketing approach, using a whole range of techniques (sales, promotion, production, research) could be mounted, with the object of aiming services more closely at user groups. This aspect of research and development might be suitable for some of the more advanced training institutions.

36. The other aspect of user studies concerned user training. Participants approved an augmented version of the table given under paragraph 30 of the paper, in which differentiation was made between user education, user orientation and user assistance.

37. There was also discussion on the definition of user groups. The definition (derived from Unesco) given in paragraph 13 received general approval , since it postulated that "potential users are nearly everyone". Narrower definitions, particularly those limited only to users of scientific and technical documentation, were to be avoided. With such a broad definition in mind, it was natural that marketing efforts should be directed, among other targets, to the public education system. Several schemes for disseminating information among school pupils or student teachers, promoted by Unesco, were mentioned. Creating awareness of information sources was regarded as part of the work of an education system. It was felt, however, that there was much scope for extending this work.

[+] The Teaching of User Studies as a Subject for the Preparation of Librarians, Documentalists, Archivists and other Information Specialists (PGI/E.T./HARM II/6)

38. A particular area of difficulty was perceived as that of communication, and there were suggestions that specialist courses in communication skills might be appropriate in some cases. These should include professionals from all three sectors. As with the other topics of discussion, the problem of the training staff received emphasis.

ACTION PLAN

There was a consensus that a conscious effort should be made towards the realization of harmonization of education and training programmes for the information professions, beginning with the library, documentation/information and archives management professions. Management, applications of technology and user studies were put forward as among the areas lending themselves to harmonized treatment. Obstacles to harmonization could be overcome over a period of time by adopting appropriate strategies.

An action plan might concentrate on obtaining the widest possible dissemination of ideas on harmonization of education for these professions and on formulating strategies, plans and programmes for putting these ideas into effect at the national, regional and international levels.

PROPOSED ACTIVITIES	NOTES ON IMPLEMENTATION
I. Platform for a harmonized approach to educational efforts	
1. Dissemination of the results of the present 8-12 October Symposium.	Participants and NGO observers should prepare articles for national and other professional journals and newsletters to supplement dissemination efforts made by Unesco.
2. Preparation of a basic statement on the rationale for a harmonized approach citing examples of applications at various levels and in various settings (international, regional, national). This should be seen as a position paper on the question.	To be prepared by Unesco in co-operation with FID, ICA and IFLA, in particular their education and training committees. The text can be largely based on documentation already prepared on the subject. Should be distributed on completion by Unesco to Member States and professional organizations, and published, if possible, in major journals.
3. Preparation of a series of promotional brochures addressed to such groups as professional associations and educational institutions. The brochures would advocate adoption of a harmonized approach to education and training and attempt to stimulate concrete action.	Texts may be drawn and adapted from the basic statement in 1. above to suit specific audiences. These might be prepared by Unesco in co-operation with major professional organizations. Publication might be arranged by Unesco through contracts with associations or institutions in Member States.

PROPOSED ACTIVITIES	NOTES ON IMPLEMENTATION
4. Preparation of information on harmonization efforts for presentation to national planning agencies in the educational sector. The main objective would be to create a favourable climate for the introduction or pursuit of harmonized educational activities.	Should emphasize the educational benefits of a new approach. Might be prepared by Unesco (PGI and Education Sector) in co-operation with professional organizations.
5. Preparation of brochures or other materials to bring to the attention of teachers and school authorities in primary and secondary education, the contribution of harmonized information sources and information services in reaching educational objectives.	Reference should be made to user training materials for work with schools already being developed by Unesco with FID and IFLA. Careers advisers could be a target group for material describing career opportunities in a broad range of harmonized information services.
II. Harmonizing professional training	
1. Preparation of guidelines on curriculum content for harmonized courses in : a) management b) information technology c) user studies d) other suitable subject areas	Voluminous existing materials can be drawn on. Related Unesco publications should be consulted. Work might be undertaken by FID, ICA and IFLA in pursuit of efforts begun at Vienna Workshop in 1983.
2. Organization of short courses on the harmonization theme in all types of training institutions.	These would encompass refresher and updating courses for teachers and practitioners. Courses are required at national and regional levels. Institutions can seek supplementary financing for these from international and bilateral funding agencies, foundations, etc.
3. Promotion of the concept of marketing and marketing research in the various branches of professional training through the organization of courses and seminars, preparation of articles, etc.	Use of the device of team teaching may be necessary for this and other topics for which no strong tradition of teaching in professional training schools may exist.

PROPOSED ACTIVITIES	NOTES ON IMPLEMENTATION
4. Establishment of pilot projects for harmonized training of management, technologically and user-oriented professionals in schools of different kinds of present vocation.	Support could be sought from foundations or bilateral and international agencies to supplement financing by professional associations or the training institutions themselves.
5. Organization, after a period of time, of a conference on the harmonization question to report on and evaluate the progress made and to promote additional measures at the international, regional and national levels.	The conference might be convened by NGOs, perhaps in co-operation with Unesco in part as follow-up to regional seminars conducted by IFLA over a number of years.
III. Harmonization efforts in the field of management	
1. Preparation of a reader on management topics of common concern to libraries, archives and documentation centres for use in teaching harmonized courses.	Selections should be chosen by experts from various branches of the profession. Should be a co-operative activity of NGOs. Assistance might be sought from foundations or bilateral and multilateral funding agencies. As basis for selection of topics reference should be made to the list prepared at the FID/ICA/IFLA meeting in Vienna, 1983. Particular advantages of using a harmonized approach should be stressed.
2. Undertaking comparative research on management issues. This should focus upon identifying areas of similarity and areas of difference in the management processes and problems of library, documentation and archives services. The results should be used as input for harmonized study programmes.	Could be usefully undertaken by institutions in various parts of the world. Results should be widely disseminated.

PROPOSED ACTIVITIES	NOTES ON IMPLEMENTATION
3. Organization of short advanced courses in management for educators and administrators representing different types of information services. Some courses should be primarily concerned with management of the most recent developments in information handling useful to participants from various branches of the information community.	Planning could begin with reference to existing courses (Wasserman/Rizzo, etc.). Courses could be undertaken by professional organizations and schools and Unesco. The Clearinghouse maintained by FID/ET and similar efforts should be tapped for appropriate materials. Management expertise available outside professional schools should be drawn on (Civil Service training colleges, business administration schools ; etc.). Team teaching arrangements should be explored, at least as transitional arrangements, in particular to call attention to subjects like data flow, telecommunications, copyright, etc.
4. Organization of joint conferences of teachers of management for information professions to be undertaken at international, regional and national levels.	The ongoing efforts of FID, ICA and IFLA might be continued. Possible support from Unesco and other agencies could be sought.

IV. Harmonization efforts in the field of applications of information technology

1. Identification of curriculum and course materials to provide for the needs of training courses which have not yet developed a strong element on technology applications.	Successful experience in existing schools should be drawn on. Unesco might take the lead with the co-operation of NGOs and institutions in Member States.
2. Preparation and dissemination of studies on available technologies for information services to assist information workers to make informed decisions on local needs.	The ongoing work of Unesco and others should be referred to.
3. Promoting the establishment of demonstration centres for applications of the new technology to the various branches of information work.	Teaching institutions may need initially to identify outside institutions or services in the community to meet this need.
4. Develop technical training in professional schools.	Team teaching using external experts should be used initially as appropriate.

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PROPOSED ACTIVITIES	NOTES ON IMPLEMENTATION
5. Promotion and improvement of the training of technicians to support information technology installations in professional training schools, and in information handling organizations.	Refer to work being done for Unesco by the International Referral Centre for Information Handling Equipment (IRCIHE), University of Zagreb, Yugoslavia, on maintenance of information equipment.
6. Promote the adoption and development of international methods and standards for information handling for harmonized application by information disciplines.	Unesco and ISO activities have already produced a considerable volume of standards and recommended practices.
V. User studies and user education as elements in a harmonized approach	
1. Promotion of an awareness of the great importance of a better knowledge of user needs in the design and operation of all kinds of information handling services. This point of view should permeate all types of courses for all branches of the profession.	Information concerning user studies/user education might be taught in courses on management, information retrieval or both -or be handled as a separate course. Particular attention should be drawn to the breadth of related courses available in communication, social skills and human relations.
2. Organization of special courses for teachers and practitioners from various branches of the information profession on methodologies for working with various kinds of users.	Specific courses in this area could be organized at the national level or by the NGOs working together and offered at regional or international levels. Attention should be given to related experiences gained in the marketing field, in schools of business and in market research organizations.

ANNEX I

AGENDA

1. Opening of the Symposium by the representative of the Director-General

2. Election of Chairman, Vice-Chairman and Rapporteur

3. Introductory statement by the Secretariat. Presentation and discussion of the proposed time-table

4. Review of the current situation in the field of harmonization of training programmes in information science, librarianship and archival studies

5. Examination of possibilities for harmonizing study programmes in :
   a) management
   b) technology
   c) user studies

6. Preparation of proposals for a plan of action

7. Adoption of report

8. Closure of the meeting

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INTERNATIONAL SYMPOSIUM ON HARMONIZATION OF EDUCATION AND TRAINING PROGRAMMES IN INFORMATION SCIENCE, LIBRARIANSHIP AND ARCHIVAL STUDIES

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INTRODUCTORY STATEMENT

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INTRODUCTION

1. In most societies library, information and archives services are assigned responsibility collectively for the acquisition, preservation and communication of recorded information. To various degrees they also evaluate, analyze and disseminate the information contained in their holdings.

2. These services were initially created to meet fundamentally different user needs. Although libraries, information centres and archives might conceptually be considered as related parts of a single information spectrum, they have rarely, if ever, been fully integrated under one unified administration. Even though using increasingly similar techniques, in most countries each tends to continue to function in a different setting largely determined by the origin and nature of the material with which it deals.

3. Nevertheless each of these services has an important role to play in serving development. While libraries and archives continue to aid the general education and cultural development of mankind at large, they, like newer types of information services, may also contribute importantly to economic growth and industrial, scientific and technological development.

4. For some years the conviction has been gaining ground that more investigation is needed on the possibilities of developing common activities and promoting closer co-operation among the different but related segments of the information field. Under the present economic constraints, such an effort, at both national and international levels, seems necessary. However, it has always been the viewpoint of Unesco that a co-ordinated and harmonious relationship does not imply an actual integration of these different types of institutions and the three professions. While there are certainly signs that the evolution of information technology and communications patterns may ultimately impose even closer ties, it is desirable at present that each develop its individual and specialized activities while, at the same time, identifying as many common areas as possible. In this way, the skills, experience and resources offered by each may be utilized to render optimal services to the whole community.

5. Co-operative efforts are not a new phenomenon. The creation of the General Information Programme by the General Conference at its 19th Session underlined the recognition by Member States of the need for closer co-operation between the various "information professions" and for a harmonious articulation between the various national and international institutions and services which provide information to users. The UNISIST II and UNCSTD Conferences strengthened awareness of the need for such a movement, so that scientific and technical information may contribute effectively to development, and placed the user at the centre of all preoccupations.

6. The international non-governmental organizations have also contributed to this movement. ICSU sponsored over several years meetings of major non-governmental organizations in the information area (FID, ICA, ICSU/CODATA, IFIP, IFLA, ISO, WFEO, etc.). In May 1980, FID, ICA and IFLA met in Bellagio, Italy, to define possible joint actions and programmes.

7. In many countries the need to promote a more unified approach is recognized, not only because of economic restraints, but also because areas of common concern can easily be identified. For example, certain types of material, such as administrative and project files, newspapers, maps, audio-visual and machine-readable material, require common management and technical standards. In addition reprography and restoration are applicable to most materials, as are the development of criteria and a methodology of statistical measurement. Other questions which require common planning and consultation include the drafting of national legislation and regulations ; the status of professionals in the three disciplines, recruitment, education and training of staff ; the design of buildings and storage facilities ; the selection and application of equipment ; security, both external and internal ; system design ; application of automated techniques ; identification of users needs and evaluation of services ; terminology and copyright.

8. As for the education and training area, manpower needs, levels of education and types of training vary widely in both developed and developing countries. Completely separate programmes for education and training have often been developed to serve the specific needs of libraries, archives and information services. There is certainly unnecessary competition for limited resources, duplication of effort and restriction on professional mobility and interchangeability. A harmonization of education and training programmes could conceivably create a common base of training designed to solve the practical problems with which all are faced and to facilitate transition from one information specialization to another.

9. There appears to be a widely-accepted belief that it should be possible to identify a common, basic core from which one could proceed into the various areas of specialization.

10. In planning this Symposium, it was the view of Unesco that the time had come to convene an international forum for a review of progress made and to formulate concrete plans for further action required in the harmonization area. The ultimate objective of such activities is to improve and facilitate access to information for all users of information systems and services through the provision of education and training programmes conceived to respond to needs in the contemporary information environment.

BACKGROUND OF THE SYMPOSIUM

11. The practical benefits, particularly to developing countries, of combining education and training for information scientists, librarians, and archivists as well, in the same institution has been extensively discussed at Unesco meetings for some ten years. It was, for instance, the subject of considerable debate in Working Group III of the Intergovernmental Conference on the Planning of National Documentation, Library and Archives Infrastructures held in Paris in 1974 (1). The view was expressed there by some that this pattern had the great advantage of avoiding unnecessary duplication of facilities and administrative infrastructures and lessened the danger of creating psychological barriers between professional groups. Librarians, archivists and information scientists, it was argued, are all performing the social function of organizing and providing information for those who need it.

12. The group agreed that there existed even a common core of subjects which could be taught to the students of all these disciplines and the Intergovernmental Conference as a whole recommended that "this fact be taken into consideration, at national or regional level, by countries which, for the time being, have no training facilities or need to improve the existing limited facilities...". It added that "consideration of the question of a common core will certainly contribute to improving the training programmes in countries where different forms of training are currently available".

13. In a movement which was already well under way before that Intergovernmental Conference, a considerable number of developing countries have organized their professional education along these lines. The best known and most studied example is probably the School for Librarians, Archivists and Documentalists, and institute of the University of Dakar which, founded in 1963 with Unesco assistance as a training centre for librarians, has for some years operated a school with three sections which include some common studies. A similar solution has been adopted at the School of Information Science at Rabat which has had extensive Unesco assistance from the United Nations Development Fund, although the archival programme is less developed there than in Senegal. Similar patterns have emerged in Tunisia and in Lebanon. The Library School of the University of Ghana had introduced information science courses into its curriculum before archival studies were added as a Regional Unesco project financed by UNDP.

14. A number of African schools have cited the lack of available teachers as the principal reason for further delaying the introduction of information science courses in the curriculum, and some others, notably the University of Ibadan, offer courses in information science and are planning much more ambitious programmes.

15. A Unesco Regional Postgraduate Course for Information Specialists was operated for some years with assistance from UNDP in association with the Institute of Library Science at the University of the Philippines. This institution now offers programmes at Masters degree level in librarianship, information science and archives management. Similar patters have developed in Australia, in Japan, and no doubt in other Asian countries, as well as in a number of Latin American countries and in Spain.

16. The names of many North American and British library schools were changed some years ago to reflect related changes in the scope of their programmes.

17. In a working paper on "Co-operation and Co-ordination between Archives, Libraries, Documentation Centres, Museums and Oral Tradition Centres" prepared for the International Seminar on Strategies for Archival Development in the Third World (2) held in Berlin from 11-16 June 1979, Professor Eckhart G. Franz suggested for the development of information and documentation infrastructures in the developing world there are two major arguments for "the co-ordination and partial integration of training institutions and training programmes for the various professional disciplines in the information and documentation field :

(a) The methodological and technical co-ordination of information and documentation work within the projected national information and documentation system will be facilitated by the harmonization of training programmes and training contents or even a common basic training for the various levels of information and documentation personnel, which will also aid in the setting up of uniform statutory provisions.

(b) Combined training facilities offer the chance to economize and thus to create training institutions of a workable size, where the limited man-power demand does not allow for individual schools in each discipline, a situation which exists in quite a few Third World countries, as well as in various smaller countries in Europe".

18. A Meeting of Experts on the Harmonization of Archival Training Programmes (3), held at Unesco from 26-30 November 1979, was convened to make recommendations on the harmonization of existing archival training programmes and to consider their relationship to education and training programmes in librarianship and information science.

19. On the question of harmonization of archival education with related fields the meeting concluded in part :

> "Notwithstanding various national requirements and traditions in professional archival training, all such training, particularly that intended to equip archivists to deal with modern records, must include subject knowledge and skills taught in the related information disciplines. These in turn may be able to benefit from adaptation of principles and methods applicable to the management of archives and records. This is particularly true in such areas as management, restoration, reprography, application of automated techniques and in dealing with the problems posed by the newer media, for example, still pictures, sound recordings and machine-readable records. Other areas deserving attention in this context include storage facilities and equipment, security, exhibitions, classification and cataloguing (arrangement and description) and user-oriented education services."

"Member States and professional organizations should consider the economic and practical advantages to increasing co-operation in the establishment and use of training facilities using common core course-offerings where feasible."

20. In 1980, during the IFLA Seminar on Library Education Programmes in Developing Countries (4), T. Matsumura presented a paper entitled "The Integrated Approach : Library and Information Studies". This paper set out to identify common areas of study for integrated professional education for librarianship and information science. It examined the definitions of these fields, the nature and objectives of professional activities and their implications for the education of personnel. It attempted to identify the overlapping areas of librarianship and information science which might comprise the common core of the two disciplines. Mention was also made of archival study since certain elements of this study might be combined into the common requirements for library and information studies.

21. Finally, the following areas of study were identified as common requirements for professional education in librarianship and information science. The possible application of these areas to archival study was also proposed :

- Human communication
- Management and systems
  - . quantitative method
- User studies
- Information technology
  - . computer methods
  - . reprographics
- Information retrieval
- Information sources

22. During the discussion which followed it was suggested that the products of professional schools will be concerned to help users obtain information from the record in whatever format it exists and whether it be stored in an archive, library or information system.

23. Mention was made of the Ecole des Bibliothécaires, Archivistes et Documentalistes of the University of Dakar which had identified common elements in a core curriculum that included restoration, preservation, handling non-book materials, cataloguing, classification and indexing, management, personnel management and historical and scientific bibliography. The fact that the University of New South Wales, Australia, had formulated a new curriculum for library, information science and archives and had also identified a common core was noted.

24. Among other ideas put forward in discussion of the paper was that the new technology would assist in bringing together practices in the three areas of the profession and ought, therefore, to facilitate the teaching of the theories and principles relevant to all of them in the curriculum. It was also pointed out that an additional advantage of an integrated programme is

that "multiple teaching" saves resources of classrooms, administration and teachers, and that this had contributed to the endorsement of the integrated concept in many developing countries.

25. Among the "draft resolutions" formulated by the Seminar, adopted by IFLA's Division of Education and Research and submitted to the Professional Board of IFLA was the following :

> "The Seminar accepted the concept of a single educational programme for librarianship and information science and recognized that common ground also exists between /library and information science/ and archive studies. It recommends that a study of the nature and the extent of this common ground be undertaken, with a view to facilitating the inclusion of archive studies in the programme of existing and future schools of /library and information science/."

26. IFLA, FID and ICA had met in Bellagio, Italy, in May 1980. At that meeting "Education and Training" emerged as a promising area for serious co-operation between the organizations. For this purpose it was proposed that "an ad hoc joint body be established to work out a common approach and a common policy in this important area" (5). It was further agreed "that, from time to time, joint regional seminars on problems of common concern should be sponsored...".

27. Subsequently, at a meeting in Frankfurt in December 1980, representatives of the educational interests of these three NGOs exchanged information on their current projects in the education and training area and sketched out elements of a programme for future co-operation.(6)

28. An FID, ICA and IFLA Workshop,"Management for the Information Professions -Implications for Education and Training"was held in Vienna on 17 and 18 August 1983. The meeting brought together committees for education and training of these three non-governmental professional organizations.

29. Specific reference to the efforts of the workshop to identify common core elements for the study of management is made in Professor Wasserman's paper for this meeting (PGI/E.T./HARM II/4). Recommendations addressed by the workshop to the organizations concerned called for intensified efforts to work co-operatively on the teaching of the management problem as well as in a broader framework, especially through the continuation of the FID/ICA/IFLA Working Group on Education and Training and the organization of further regional and international meetings on the harmonization of curricula.

30. Reference has not yet been made to a number of documents prepared for Unesco which are contributing to harmonization efforts.

31. The first, Guidelines for Formulating Policy on Education, Training and Development of Library and Information Personnel by A. Neelameghan (7) provides general advice on the major issues and factors to be considered in every country in formulating an information manpower development policy, especially as concerns education and training of information personnel.

32. Guidelines for Curriculum Development in Information Studies by W.L. Saunders (8) were designed to provide help and guidance to institutions and individuals charged with the responsibility for creating and developing information studies curricula for the preparation of documentalists, information scientists and librarians, with particular emphasis on the needs of developing countries. This text was accepted soon after its appearance as representing IFLA's views on curriculum development.

33. The Guidelines for Curriculum Development in Records Management and the Administration of Modern Archives : a RAMP Study by M. Cook (9) are intended to assist in the development of basic training programmes and courses in modern archives administration and records management, and to promote harmonization of such training both within the archival profession and within the broader information field. On pages 41 to 46 the question of the organization of courses in common with other information training and of courses in common with other sectors is examined.

34. It may perhaps be assumed that the work done in collecting and disseminating information on education and training programmes and materials through the quarterly Newsletter on Education and Training Programmes for Information Personnel (10) issued since 1977 by FID under a Unesco contract, a Register of Education and Training Programmes in Librarianship, Information Science and Archives (11) and an International Clearinghouse on Educational Materials established in co-operation with FID and now maintained at Syracuse University, U.S.A., also have contributed to the harmonization of education and training programmes.

NOTES ON A COMMON CORE CURRICULUM

35. Professor Havard-Williams in "Planning Information Manpower" (12), a reference document prepared for the 1974 Unesco Intergovernmental Conference on the Planning of National Documentation, Library and Archives Infrastructures discussed "a core curriculum in documentation, library and archives studies" and introduced a tabular presentation which has been subsequently referred to in the literature. The "Working Document", prepared for the same conference (13) picked up this theme, but cautiously stressed that the similar table it included (see Figure 1) recorded parallel arrangements of the subjects taught in the three disciplines rather than an actual common core curriculum. The "Working Document" took the view that the parallel subject areas indicated simply a considerable degree of common interest.

36. In fact, possible areas of common teaching were indicated by the repetition of certain subjects under all three headings. As we have seen, various authors and meetings have since concluded that certain of the subjects cited, including management and administration, personnel, systems organization and planning, conservation and restoration, reprography and computer applications to information handling could be, and perhaps should be, taught along very similar lines to future archivists, librarians and documentalists.

FIGURE I

COMMON CORE SUBJECT AREAS IN DOCUMENTATION, LIBRARY AND ARCHIVES STUDIES

	INFORMATION STUDIES	LIBRARY STUDIES	ARCHIVES STUDIES
Foundations (history, development and changing concepts)	Sociology of information History of science Scientific communication Theory of communication Research methods	Library in society History of libraries, and library education Library legislation User studies Research methods	Administrative organization (historical and present): historical geography History of archives Archives legislation Archival theory Research methods
Materials	Documentary forms - serials, reports, new media, data Information services	Documentary forms - publications, books, serials, new media Bibliographical tools History of book arts	Documentary forms : files, registers, manuscripts, maps, audio-visual material, machine-readable records, etc. Record categories : public, private, notarial, etc. Registry systems (pre-archival organization)
Methods (Organization, interpretion, evaluation and use of materials)	Indexing, abstracting, contents analysis Storage, documentary languages and information retrieval systems Data organization Information dissemination Users' services	Reference processes Organization of knowledge, Indexing, abstracting, contents analysis Reader services Systems analysis	Records management and intermediate centres Evaluation Arrangement and description, finding -aids Exploitation and users' services
Management (the setting of objectives and methods for achievement)	Management and administration Personnel Legal aspects Systems planning	Management and administration Personnel Type of library operation Systems organization	Management and administration Personnel Legal aspects Systems organization and planning
Technology	Computer applications Reprography	Computer applications Reprography Preservation and restoration	Computer applications Reprography Preservation and restoration

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37. If there are trends which seem to move in the direction of harmonization and uniformity of approach in professional education, the new information and telecommunications technology is also creating countercurrents, at least in the more economically developed countries.

38. In recent years, in addition to the information science programmes set up in association with library education programmes, academic programmes have been established with computer science departments, in schools of management or business, with communications science or engineering departments. A more specialized approach, as reported by Professor Marta Dosa (14) is represented, for example, in the United States, where numerous educational programmes in "information systems", defined as computer-based systems for providing information to members of an enterprise, have been introduced by computer science departments, schools of business administration, engineering colleges and independent academic units as a separate area of study. "These programmes provide training for such jobs as information systems manager, systems analyst and designer,database administrator, communications analyst and systems librarian".

39. The growing job market for products of professional education within the "information society" but outside the traditional institutional framework of information services requires a responsiveness on the part of educators who must divise appropriate programmes if responsibility for teaching large components of the future information communities is to remain a responsibility of the institutions traditionally concerned with library, information and archives education.

40. Marta Dosa points out in the paper cited above with regard to the present situation in the United States :

> "Diversification in the background and objectives of students and a simultaneous thrust toward innovative programs make it practically impossible for educators to agree on a "core" of basic knowledge for information professionals. Even the controversy about the necessity of a "core" is further than ever from being resolved. Maybe the only possible policy is to maintain some sort of a core for those students who thrive in a more structured framework, but build in enough flexibility to allow for the creative intuition, self-direction and unfolding talent of future leadership."

41. A counter thrust may be provided by the fact that the international aspects of educational programmes in the information field are clearly expanding. The combination of telecommunication and computer advances are opening global issues in information transfer which require concerted approaches and call for the wide-spread adoption of standards, norms and the establishment of policy for information handling that transcends national or even regional boundaries. Ultimately the increasingly vocal demands for improved service by present and potential users of the wide spectrum of information systems and services may impel a response by the profession to harmonize approaches to meeting needs in the contemporary information environment which must ultimately be reflected in the curriculum.

ORIENTATION OF THE SYMPOSIUM

42. The participants are asked to consider the harmonization question in the context of today's world, to study how co-operation can be achieved, to identify fields of likely mutual interest and to examine ways in which these subjects should be taught.

43. In some circles there remains considerable resistance to the concept of harmonization. What are obstacles to harmonization efforts that have been encountered at national, regional or international levels ?

44. Participants will be invited to present concrete examples of what has been accomplished. Have possibilities for a harmonized approach been overstated ? Have the difficulties of establishing a workable core-curriculum been under-estimated ?

45. Are there ways in which teaching programmes can be structured to more fully exploit staff resources in preparing staff for the various areas of the profession ?

46. A small consultation group convened to discuss the preparation of the present meeting found it possible to divide the wide range of topics raised in their discussion of the harmonization theme into two groups. One was composed of major subject areas, regularly included in professional teaching programmes, which various authors or meetings had indicated showed particular promise as subjects for harmonized treatment. A second category consisted of issues or problems in education, and constituted the aspects under which at least certain of the subject areas might be considered and discussed.

47. The following table is a rough tabular record of the topics which were raised.

Major Subject Areas (Examples)	Checklist of Education and Training Issues and Problems (Aspects) (Examples)
- Management	- One school or multiple schools
- Technology (including reprography, automation, computer and database access, etc.)	- Levels of study. Prerequisites
	- Location of teaching programmes in developed vs developing countries
- User Studies (user services, reference services, user studies, user training)	- Teaching at world-wide, regional or national levels
	- Appropriate leaching methodology
- Restoration and Preservation	- Appropriate teaching/learning materials
	- Introduction of standardization
- Information Handling Procedures	- Equipement requirements
	- Academic education/continuing education/on the job training
	- Training of teachers and trainers
	- Legislative questions
	- Financial restraints
	- Role of professional organizations (national, regional or international)
	- Role for research

48. Management, Technology and User Studies are put forward for detailed examination at this meeting not as an exhaustive list, but as suggestive areas of crucial importance in professional education which may lend themselves to harmonized treatment from the standpoint of the various branches of the profession.

49. An effort will be made to lead the meeting beyond discussion of the topic to the formulation of an "action plan" which will suggest courses of action which may contribute to resolving the most pressing problems in the matter of harmonizing programmes in information science, librarianship and archival studies. No doubt the action proposed will aim to make maximum use of existing resources and to build on the considerable experience already gained from studies and experimental projects.

50. More will not now be said so that the maximum scope can be given to participants in formulating ideas and suggestions for the plan which it is hoped will be of interest to professional associations and to institutions in Member States as well as to Unesco.

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